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ABSTRACT

This K-12 health education curriculum presents five areas in which Arkansas students should show competence. The five strands are: health promotion and disease prevention (students will comprehend health promotion and disease prevention concepts); health information products and services (students will evaluate health information, products, and services); health behaviors and health risks (students will model health-enhancing and risk-reducing behaviors and will analyze the influence of culture, media, technology, and other factors on health); health-enhancing skills (students will exhibit communication skills to enhance health and will use goal setting and decision making skills to enhance health); and campaign for personal, family, and community health (students will develop strategies to campaign for personal, family, and community health). (SM)

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## Arkansas Health Education Curriculum Framework - 1996

**Strand 1:** Health Promotion and Disease Prevention

**Strand 2:** Health Information Products and Services

**Strand 3:** Health Behaviors and Health Risks

**Strand 4:** Health-Enhancing Skills

**Strand 5:** Campaign for Personal, Family and Community Health

All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

### Strand 1: Health Promotion and Disease Prevention

**Content Standard 1**
Students will comprehend health promotion and disease prevention concepts.

**Student Learning Expectations**

**Grades K - 4**

1.1.1 - Identify connections between health behavior and individual well-being.

1.1.2 - Describe characteristics of mental, emotional, social, and physical health for children.

1.1.3 - Discuss the basic structure and functions of the human body systems.

1.1.4 - Explain the influences of families on personal health.

1.1.5 - Determine the effects of physical, social, and emotional environments on personal health.

1.1.6 - Discuss prevention, early detection and treatment of childhood illnesses and injuries.

**Grades 5 - 8**

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1.1.7 - Explain how positive health behaviors prevent injury, disease, and premature death.

1.1.8 - Describe the interrelationships between mental, emotional, social and physical health during adolescence.

1.1.9 - Explain how the interaction of body systems influence health.

1.1.10 - Determine how families and peers influence the health of adolescents.

1.1.11 - Analyze how environment and personal health are interrelated.

1.1.12 - Describe how risk factors influence adolescent health problems.

**Grades 9 - 12**
1.1.13 - Analyze the effects of behavior on personal health maintenance and disease prevention.

1.1.14 - Evaluate the lifelong interrelationships of mental, emotional, social and physical health.

1.1.15 - Analyze how the health and safety of the individual is affected by the family, peers, community and environment.

1.1.16 - Plan how to reduce risks of potential health problems during adulthood.

1.1.17 - Evaluate the influence of public health policies and government regulations on health promotion and disease prevention.

1.1.18 - Assess the influence of research and medical advances on the prevention and control of health problems.

**Strand 2: Health Information Products and Services**

**Content Standard 1**
Students will evaluate health information, products and services.

**Student Learning Expectations**

**Grades K - 4**
2.1.1 - Describe valid sources for health information, products and services.

2.1.2 - Discuss how media affects the choices of health information, products, and services.

2.1.3 - Explain the roles of community health helpers.

**Grades 5 - 8**
2.1.4 - Investigate the validity of health information, products and services.

2.1.5 - Identify home, school, and community resources that provide valid health information.

2.1.6 - Demonstrate how media influences the selection of health information and products.

2.1.7 - Compare the costs and validity of health products and services.

2.1.8 - Identify situations requiring professional health services.

2.1.9 - Research a variety of health-related careers and services.

**Grades 9 - 12**
2.1.10 - Judge the validity of health information, products, and services.

2.1.11 - Choose valid health resources from home, school, and community.

2.1.12 - Evaluate factors that influence personal selection of health products and services.

2.1.13 - Appraise the accessibility and cost of school and community health services.

2.1.14 - Analyze situations requiring professional health services.

2.1.15 - Survey health careers and services with an emphasis on workplace readiness.

**Strand 3: Health Behaviors and Health Risks**

**Content Standard 1**
Students will model health-enhancing and risk-reducing behaviors.

**Student Learning Expectations**

**Grades K - 4**
3.1.1 - Discuss basic health behaviors and needs.

3.1.2 - Compare safe behaviors and risky behaviors.

3.1.3 - Develop skills to enhance personal health and prevent injuries.

3.1.4 - Explain stress management skills (i.e., time management, exercise, rest, balanced diet).

3.1.5 - Practice bus safety rules.

**Grades 5 - 8**
3.1.5 - Determine the importance of assuming responsibility for personal health behavior.

3.1.6 - Assess personal health to determine health strengths and risks.

3.1.7 - Differentiate between safe and risky behaviors to enhance personal and family health.

3.1.8 - Develop injury prevention strategies for personal and family health.

3.1.9 - Model strategies to manage stress (i.e., time management, rest, exercise, balanced diet).

3.1.10 - Demonstrate bus safety procedures.

**Grades 9 - 12**
3.1.11 - Analyze the role of individual responsibility for enhancing health.

3.1.12 - Assess personal health to determine strategies for health enhancement and risk reduction.

3.1.13 - Evaluate consequences of safe and harmful behaviors.

3.1.14 - Develop injury prevention strategies for personal and family health.

3.1.15 - Formulate strategies to manage stress (i.e., time management, rest, exercise, balanced diet).

3.1.16 - Evaluate bus safety policies and practices.

**Content Standard 2**
Students will analyze the influence of culture, media, technology, and other factors on health.

**Student Learning Expectations**

**Grades K - 4**
3.2.1 - Discuss how culture, media and technology influence health behaviors.

3.2.2 - Describe how information from school and family influences health.

**Grades 5 - 8**
3.2.3 - Analyze influences of culture on health behaviors.

3.2.4 - Critique how messages from media and other sources influence health behaviors.

3.2.5 - Analyze the influence of technology on personal and family health.

3.2.6 - Interpret how information from peers influences health.

**Grades 9 - 12**
3.2.7 - Evaluate how cultural diversity affects health behaviors.

3.2.8 - Assess the effect of media and technology on personal, family, and community health.

3.2.9 - Investigate how information from the community influences health.

**Strand 4: Health-Enhancing Skills**

**Content Standard**
Students will exhibit communication skills to enhance health.

**Student Learning Expectations**

**Grades K - 4**
4.1.1 - Model verbal and nonverbal ways to communicate.

4.1.2 - Demonstrate characteristics needed to be a responsible friend and family member.

4.1.3 - Practice communication skills to build and maintain healthy relationships.

**Grades 5 - 8**
4.1.4 - Demonstrate effective verbal and nonverbal communication to enhance health skills.

4.1.5 - Analyze how the behavior of family and peers affects communication.

4.1.6 - Practice healthy ways to communicate respect for self and others.

4.1.7 - Demonstrate refusal and negotiation skills that maintain healthy relationships.

4.1.8 - Examine the possible causes of conflict in schools, families and communities.

4.1.9 - Demonstrate strategies to prevent and manage conflict in healthy ways.

**Grades 9 - 12**
4.1.10 Demonstrate skills for communicating effectively with family, peers, and others.

4.1.11 Analyze how communication affects relationships.

4.1.12 Model healthy ways to communicate respect for self and others.

4.1.13 Demonstrate strategies for solving conflicts using refusal, negotiation, and collaboration skills.

4.1.14 Analyze the possible causes of conflict in schools, families, and communities.

4.1.15 Create strategies used to prevent and manage conflicts in healthy ways.

**Content Standard 2**
Students will use goal-setting and decision-making skills to enhance health.

**Student Learning Expectations**

**Grades K - 4**
4.2.1 - Apply decision-making to health issues and problems (i.e., seat belt safety, drug use, playground safety, bus safety).

4.2.2 - Demonstrate how to ask for help in making health-related decisions.

4.2.3 - Anticipate results of healthy decisions.

4.2.4 - Monitor progress toward a personal health goal.

**Grades 5 - 8**
4.2.5 - Apply the decision-making process related to health issues and problems individually and collaboratively.

4.2.6 - Compare the influences of health-related decisions on individuals, families and communities.

4.2.7 - Determine the consequences for health-related decisions.

4.2.8 - Practice personal health strategies and skills.

4.2.9 - Identify influences on personal health goals.

4.2.10 - Create a personal health plan that includes strengths, weaknesses, and health risks (i.e., weight management and exercise).

**Grades 9 - 12**
4.2.11 - Demonstrate various strategies used to make decisions related to health needs and risks of young adults (i.e., refusal skills and positive peer pressure skills).

4.2.12 - Analyze health concerns that require collaborative decision-making.

4.2.13 - Predict immediate and long-term impact of health decisions on the individual, family, and community.

4.2.14 - Formulate a plan for attaining a personal health goal.

4.2.15 - Evaluate progress toward achieving an effective plan for lifelong personal health.

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**Strand 5: Campaign for Personal, Family and Community Health**

**Content Standard 1**
Students will develop strategies to campaign for personal, family and community health.

**Student Learning Expectations**

**Grades K - 4**
5.1.1 - Discuss various methods to convey accurate information about health issues.

5.1.2 - Describe community agencies that campaign for healthy individuals, families and communities.

5.1.3 - Help others in making positive health choices (i.e., positive peer pressure, personal hygiene, nutrition).

**Grades 5 - 8**
5.1.4 - Investigate communication skills that relay accurate health information and ideas.

5.1.5 - Discuss information about health issues.

5.1.6 - Describe barriers related to health issues.

5.1.7 - Illustrate how to influence and support others in making positive health choices (i.e., positive peer pressure and refusal skills).

5.1.8 - Practice working cooperatively to campaign for healthy communities.

5.1.9 - Judge communication methods for accurately expressing health information.

5.1.10 - Express information about health issues.

5.1.11 - Choose strategies to overcome communication barriers when promoting

health issues.

5.1.12 - Create strategies to influence and support others in making positive health choices.

5.1.13 - Formulate strategies to work cooperatively when campaigning for healthy communities.

5.1.14 - Adapt health messages and communication techniques to the characteristics of diverse audiences.

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